

VTAAP FORM 1: ELIGIBILITY AND TEAM INFORMATION

SECTION A: ELIGIBILITY DECISION

All of the following statements must be true for this student to participate in the alternate assessment. If all of the requirements are not fulfilled, the student is not eligible for this assessment format and must take the NECAP with or without accommodations.

true for reading	true for math	true for science	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The team considered, but ruled out, participation in the NECAP, with or without accommodations.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The student requires substantial modifications, adaptations, or supports to meaningfully access and participate in the grade-level general curriculum.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The student requires intensive individualized instruction in order to acquire and generalize knowledge.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>The following were <u>not</u> used as the primary basis for participation in the Alternate Assessment:</p> <ul style="list-style-type: none"> ▪ student's disability or disability eligibility category ▪ excessive or extended absences, or chronic medical issues ▪ student's placement, such as the general education classroom or a separate special education classroom ▪ amount of time the student spends receiving special education ▪ a reading level that is below grade level ▪ the expectation that the student will be anxious, have behavior issues, or otherwise perform poorly when taking the regular assessment ▪ the expectation that the student achieve higher scores on the alternate assessment, or that the format will be easier ▪ the student's previous enrollment in the Alternate Assessment

The educational team has determined this student to be eligible to participate in the VTAAP in the following content areas:

☐ **READING**

☐ **MATH**

☐ **SCIENCE**

SECTION B: PARENT PARTICIPATION IN ELIGIBILITY PROCESS

The student's parents must be provided the opportunity to be involved in the assessment selection process (test format options and decision) for their child.

ONE OF THE FOLLOWING MUST BE TRUE:

true false **The student's parents were...**

- ☐ ☐ actively involved in the assessment selection process
- ☐ ☐ given an opportunity to provide input toward the assessment selection process
- ☐ ☐ informed of the team's final decision regarding the assessment selection process

SECTION C: TEAM ROLES AND RESPONSIBILITIES

1. Identify the names and roles of all adults who will be involved in planning, implementing or evaluating the student's reading, math or science program.
2. Refer to the *Team Roles* supporting document to determine the qualifications of specific team members and enter only the names of those individuals who have been given a copy of the *Assessment Eligibility Information* and *Team Roles* documents and have agreed to the guidelines indicated.

<u>Role</u>	<u>Name</u>
Parents / Guardians	_____

Case Manager / Special Educator	_____
General Education Reading Teacher	_____
General Education Math Teacher	_____
General Education Science Teacher	_____
Instructional Assistant	_____
School Principal	_____

Preparer's Electronic Signature	_____

☐ The preparer (Case Manager or Special Educator) attests to the accuracy and truthfulness of all of the information contained in the VTAAP application forms being submitted.

VTAAP FORM 2: GRADE EXPECTATION DECLARATION - READING

SECTION A: GRADE EXPECTATIONS

Indicate the Reading GE entry points that have been selected to represent the skills the student does not currently possess and will be learned through instruction.

1. GE ____
 2. GE ____
 3. GE ____
 4. GE ____
-

SECTION B: SKILL STATEMENT

Indicate the student's current abilities related to these Reading program GEs. Describe what the student can do and the skills they do have in the area of reading. These skills will inform the starting point for instruction.

The student can _____

SECTION C: SPECIALIZED INSTRUCTION

Briefly describe the plan for specialized instruction that will allow the student to achieve the selected reading targets, given his/her current skills (adapted content, methodology, delivery of instruction).

SECTION D: SUPPORTS AND ASSISTIVE TECHNOLOGY

List the types of teacher-free supports and/or assistive technology (no-tech, low-tech, mid-tech or high-tech) that may be used to facilitate the successful learning, retention, and independent demonstration of the skill.

VTAAP FORM 2: GRADE EXPECTATION DECLARATION - MATH

SECTION A: GRADE EXPECTATIONS

Indicate the Math GE entry points that have been selected to represent the skills the student does not currently possess and will be learned through instruction.

1. GE ____
 2. GE ____
 3. GE ____
 4. GE ____
-

SECTION B: SKILL STATEMENT

Indicate the student's current abilities related to these Math program GEs. Describe what the student can do and the skills they do have in the area of reading. These skills will inform the starting point for instruction.

The student can _____

SECTION C: SPECIALIZED INSTRUCTION

Briefly describe the plan for specialized instruction that will allow the student to achieve the selected Math targets, given his/her current skills (adapted content, methodology, delivery of instruction).

SECTION D: SUPPORTS AND ASSISTIVE TECHNOLOGY

List the types of teacher-free supports and/or assistive technology (no-tech, low-tech, mid-tech or high-tech) that may be used to facilitate the successful learning, retention, and independent demonstration of the skill.

VTAAP FORM 3: BASELINE RECORD – READING

GE #: _____ Date Collected: _____ Location/Setting: _____

Test Administrator/ ☐ Special Educator ☐ General Educator
Data Collector: ☐ Instructional Assistant ☐ Related Service Provider

Task Format: ☐ worksheet/paper ☐ text-based tools (e.g. word cards)
☐ text book ☐ content manipulatives

Student's Response: ☐ written – draw, write, create, type
☐ gestural - point, show, look towards, move, place
☐ oral – read, speak, respond, say

Assistive Technology and/or “teacher-free” supports provided for the task: _____

Test items: – Briefly describe the test items/assessment task and supporting materials selected:

Accuracy score: ____ # correct independent test items ÷ ____ # total items × 100 = ____% *
 (Accuracy score must reflect independent responses only and be less than (<) 50 %.)

GE #: _____ Date Collected: _____ Location/Setting: _____

Test Administrator/ ☐ Special Educator ☐ General Educator
Data Collector: ☐ Instructional Assistant ☐ Related Service Provider

Task Format: ☐ worksheet/paper ☐ text-based tools (e.g. word cards)
☐ text book ☐ content manipulatives

Student's Response: ☐ written – draw, write, create, type
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Test Administrator/ ☐ Special Educator ☐ General Educator
Data Collector: ☐ Instructional Assistant ☐ Related Service Provider

Task Format: ☐ worksheet/paper ☐ text-based tools (e.g. word cards)
☐ text book ☐ content manipulatives

Student's Response: ☐ written – draw, write, create, type
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 (Accuracy score must reflect independent responses only and be less than (<) 50 %.)

VTAAP FORM 3: BASELINE RECORD – MATH

GE #: _____ Date Collected: _____ Location/Setting: _____

Test Administrator/ ☐ Special Educator ☐ General Educator
Data Collector: ☐ Instructional Assistant ☐ Related Service Provider

Task Format: ☐ worksheet/paper ☐ text-based tools (e.g. word cards)
☐ text book ☐ content manipulatives

Student's Response: ☐ written – draw, write, create, type
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Student's Response: ☐ written – draw, write, create, type
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☐ oral – read, speak, respond, say

Assistive Technology and/or “teacher-free” supports provided for the task: _____

Test items: – Briefly describe the test items/assessment task and supporting materials selected:

Accuracy score: ____ # correct independent test items ÷ ____ # total items × 100 = ____% *
 (Accuracy score must reflect independent responses only and be less than (<) 50 %.)

VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD (CAIR) - READING

SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS

1. In what ways do Special and General Educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?

- ☐ **face-to-face meeting:** co-plan whole-class activity; team (not IEP) meeting; planning meeting
- ☐ **indirect meeting:** phone conference; email exchange; video conferencing
- ☐ **exchange of lesson materials:** share specific lesson plans ahead of time
- ☐ **exchange of content area activities and/or materials:** share content area themes; access classroom website; observation of similar grade-level content area class
- ☐ **no collaboration** at this time

2. What is the format used to adapt the Grade-level General Education Curriculum?

- ☐ **structured planning form:** instructor(s) records information for Team reference (e.g. Student Access Map, SETT, Participation Model)
- ☐ **informal planner:** instructor records information for personal reference
- ☐ **no adaptation** is being done at this time

3. In what learning environment/context will the opportunities for shared academic and incidental learning in Reading most often occur?

- ☐ grade-level peers engaged in reading instructional activities
- ☐ at least one grade-level peer engaged in reading instructional activities
- ☐ peers from adjacent grades engaged in reading instructional activities
- ☐ no peers during most reading instructional activities

SECTION B: INDIVIDUALIZED INSTRUCTION

1. How often is individualized instruction provided for the Reading program?

- | <i>Number of minutes</i> ____ | <i>Number of times</i> ____ | <i>Per</i> ____ |
|-------------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> 90 | <input type="radio"/> 5 | <input type="radio"/> day |
| <input type="radio"/> 60 | <input type="radio"/> 4 | <input type="radio"/> week |
| <input type="radio"/> 45 | <input type="radio"/> 3 | <input type="radio"/> month |
| <input type="radio"/> 30 | <input type="radio"/> 2 | |
| <input type="radio"/> 15 | <input type="radio"/> 1 | |

SECTION C: INSTRUCTIONAL PLAN

1. Which of the following statements regarding an Instructional Plan for the Reading program are true? (check all that apply)

- ☐ a written plan is easily accessible to instructors
- ☐ the plan includes necessary materials and supports
- ☐ the teaching process is clearly outlined

- ☐ permissible prompts and error correction procedures are detailed
- ☐ student response targets are clearly defined
- ☐ a data collection system is established
- ☐ a systematic plan for reviewing student progress is included
- ☐ a specific schedule for direct instruction (e.g. Instruction Map) is described
- ☐ a specific plan for fluency, generalization, and maintenance of the new skill is included
- ☐ a written Instructional Plan does not currently exist for the Reading program

SECTION D: DATA COLLECTION AND INTERPRETATION

1. When was data last collected for any of the Reading program GEs?

- ☐ today
- ☐ this week
- ☐ within last two weeks
- ☐ within the last month
- ☐ greater than a month

2. How often is student performance data typically collected for any of the Reading program GEs?

- ☐ every session/multiple times per week
- ☐ weekly
- ☐ bi-weekly
- ☐ monthly
- ☐ greater than monthly

3. What is the general pattern of student performance seen in the collected reading data samples to date?

- ☐ achieved or close to achieved
- ☐ correct responses increasing; errors decreasing
- ☐ correct response rate highly variable; error rate unpredictable
- ☐ correct response rate mostly flat; error rate is unchanged
- ☐ correct responses at or near zero; high error rate
- ☐ samples not examined for patterns of student performance

4. What interpretation and decisions have been made about the Instructional Plan given the pattern of student performance indicated above?

- ☐ mostly achieved: work on maintenance, generalization, new task
- ☐ steady progress: continue current program as described
- ☐ limited/variable progress; make adjustments in instructional strategies/practices as necessary
- ☐ limited/no progress; make significant changes in instructional strategies/practices as necessary
- ☐ no interpretation or decisions made

VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD (CAIR) - MATH**SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS**

1. In what ways do Special and General Educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?

- ☐ **face-to-face meeting:** co-plan whole-class activity; team (not IEP) meeting; planning meeting
- ☐ **indirect meeting:** phone conference; email exchange; video conferencing
- ☐ **exchange of lesson materials:** share specific lesson plans ahead of time
- ☐ **exchange of content area activities and/or materials:** share content area themes; access classroom website; observation of similar grade-level content area class
- ☐ **no collaboration** at this time

2. What is the format used to adapt the Grade-level General Education Curriculum?

- ☐ **structured planning form:** instructor(s) records information for Team reference (e.g. Student Access Map, SETT, Participation Model)
- ☐ **informal planner:** instructor records information for personal reference
- ☐ **no adaptation** is being done at this time

3. In what learning environment/context will the opportunities for shared academic and incidental learning in Math most often occur?

- ☐ grade-level peers engaged in math instructional activities
- ☐ at least one grade-level peer engaged in math instructional activities
- ☐ peers from adjacent grades engaged in math instructional activities
- ☐ no peers during most math instructional activities

SECTION B: INDIVIDUALIZED INSTRUCTION

1. How often is individualized instruction provided for the Math program?

- | <i>Number of minutes</i> _____ | | <i>Number of times</i> _____ | | <i>Per</i> _____ |
|--------------------------------|-------------------------|------------------------------|--|------------------|
| <input type="radio"/> 90 | <input type="radio"/> 5 | <input type="radio"/> day | | |
| <input type="radio"/> 60 | <input type="radio"/> 4 | <input type="radio"/> week | | |
| <input type="radio"/> 45 | <input type="radio"/> 3 | <input type="radio"/> month | | |
| <input type="radio"/> 30 | <input type="radio"/> 2 | | | |
| <input type="radio"/> 15 | <input type="radio"/> 1 | | | |

SECTION C: INSTRUCTIONAL PLAN

1. Which of the following statements, regarding an Instructional Plan for the Math program are true? (check all that apply)

- ☐ a written plan is easily accessible to instructors
- ☐ the plan includes necessary materials and supports
- ☐ the teaching process is clearly outlined
- ☐ permissible prompts and error correction procedures are detailed

- ☐ student response targets are clearly defined
- ☐ a data collection system is established
- ☐ a systematic plan for reviewing student progress is included
- ☐ a specific schedule for direct instruction (e.g. Instruction Map) is described
- ☐ a specific plan for fluency, generalization, and maintenance of the new skill is included
- ☐ a written Instructional Plan does not currently exist for the Math program

Section D: Data Collection and Interpretation

1. When was data last collected for any of the Math program GEs?

- ☐ today
- ☐ this week
- ☐ within last two weeks
- ☐ within the last month
- ☐ greater than a month

2. How often is student performance data typically collected for any of the Math program GEs?

- ☐ every session/multiple times per week
- ☐ weekly
- ☐ bi-weekly
- ☐ monthly
- ☐ greater than monthly

3. What is the general pattern of student performance seen in the collected Math data samples to date?

- ☐ achieved or close to achieved
- ☐ correct responses increasing; errors decreasing
- ☐ correct response rate highly variable; error rate unpredictable
- ☐ correct response rate mostly flat; error rate is unchanged
- ☐ correct responses at or near zero, high error rate

4. What interpretation and decisions have been made about the Instructional Plan given the pattern of student performance indicated above?

- ☐ mostly achieved: work on maintenance, generalization, new task
- ☐ steady progress: continue current program as described
- ☐ limited/variable progress; make adjustments in instructional strategies/practices as necessary
- ☐ limited/no progress; make significant changes in instructional strategies/practices as necessary
- ☐ no interpretation or decisions made

VTAAP FORM 5: ENDLINE PRODUCT RECORD

SECTION A: PRODUCT DESCRIPTION

Product Format

- ☐ assessment task
- ☐ photocopy of materials
- ☐ video clip
- ☐ photograph of completed task

Student's Response

- ☐ written – draw, write, create, type
- ☐ gestural - point, show, look towards, move, place
- ☐ oral – read, speak, respond, say

Instructions provided to the student: _____

Assistive Technology and/or “teacher-free” supports provided for the task: _____

Accuracy score: ____ # correct independent test items ÷ ____ # total items × 100 = ____% *

SECTION B: DESCRIPTION OF GENERAL EDUCATION CURRICULUM ACTIVITY (CHOOSE ONE)

☐ Briefly describe the connection between this assessment task and the grade-level general education curriculum. Be sure to include the specific ways the curriculum is evidenced in the student's VTAAP endline product.

☐ A student access map, specific to this endline product, has been attached and replaces Section B.

SECTION C: KEY TO LABELED PRODUCT ELEMENTS

- 1 student name *
- 2 date completed/collected *
- 3 data collector(s) name(s)
- 4 setting/location of task
- 5 GE number
- 6 key to notations
- 7 student product content and responses are clearly aligned to GE entry point
- 8 task connected to GLGEC instruction (indicate activity, content, and/or materials)
- 9 representative/sufficient quantity of responses to support valid accuracy score
- 10 accuracy score (includes independent performance *only*)

VTAAP FORM 6: LOCAL SCORING FORM

CONTENT AREA: _____ GE AND ENTRY POINT: _____

PART I: QUALIFYING ELEMENTS

STRENGTH OF EVIDENCE

BASELINE EVIDENCE	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<i>A minimum score of <u>1</u> is required on <u>each</u> element in this section in order for the GE to be eligible to receive an Achievement Score</i>
INSTRUCTION EVIDENCE	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	

*** SUBMISSIONS WITHOUT THE STUDENT'S NAME, DATE OR ACCURACY ARE UNSCORABLE ***

PART II: SCORING ELEMENTS

GE ALIGNMENT

DEPTH	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
BREADTH	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

PERFORMANCE EVIDENCE

ENDLINE PRODUCT ACCURACY	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
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